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ABSTRACT

To discuss common problems and plan for their solution, this meeting of personnel from the Office of Education, the State Department of Education in Region VIII, and career Education Projects in the Rocky Mountain region was held. Specific goals included efforts to: (1) identify new approaches and alternatives in an effort to continue examplary projects, (2) formulate new ways of improving the vertical articulation of the concept throughout the grades, and (3) identify new teaching strategies and interdisciplinary approaches to use in program implementation. Inputs from teachers and guidance counselors were used in resolving the prevalent issues. Alternatives in solving problems of financing future exemplary projects were set forth. The majority of the project participants were of the opinion that career education would continue in spite of funding problems because of its impact upon the teachers and students. (SN)

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REGION VIII WORKSHOP
July 12–14, 1972
Riverton, Wyoming

o Summarized by Richard Lutz

Instructional Services Division o Occupational Education Program Services
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The paper presented herein was written pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

WYOMING STATE DEPARTMENT OF EDUCATION
Instructional Services Division
Occupational Education Program Services

1972

INTRODUCTION

The 1972-73 school year marks the beginning of the final year of the three-year discretionary exemplary projects which have implemented career education programs across the Rocky Mountain States.

The Bureau of Adult, Vocational, and Technical Education administered the exemplary programs and projects under the Vocational Education Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90-576). Direct financial support was furnished for exemplary projects by the U. S. Commissioner of Education under Section 142(c) of Part D of the Act.

The exemplary projects represented bridge-building efforts between research and development work on the one hand and actual operations in school settings on the other hand.

The states included in Region VIII are Montana, North Dakota, South Dakota, Colorado, Utah and Wyoming.

THE PURPOSE

The purpose of the Region VIII Exemplary Project Workshop was to assemble the educational personnel from the Office of Education, the State Department of Educations, and the Part D, Career Education Projects in the Rocky Mountain region to discuss common problems and to plan for suggested ways of solving many of the identified problems.

The Workshop goals were:

1. The project directors attending the Conference will be able to identify new approaches and alternatives in the continuance of exemplary projects.
2. The Conference participants will be able to formulate new ways of improving vertical articulation K-14 in exemplary projects within their respective jurisdiction (local or state).
3. Teacher participants in the Conference will be able to identify new teaching ideas and interdisciplinary approaches.

GOALS AND RECOMMENDATIONS

Each state was given time to present new and innovative ideas related to their career education project(s) as well as to clarify the manner in which the career education model was being related to ongoing programs. Conference participants were generally in agreement that the easiest phase of career education to initiate was the K-6 program. Implementation of concepts in career education in grades seven through nine seemed to be more difficult to initiate and to develop. Making visible changes through career education in high school appeared to be

the most difficult of all the phases to implement in the career education system.

The states had tried many different approaches to cope with personnel, curriculum, and instruction within these difficult areas in order to develop keen interest in career education at all the various levels, K-6, 7-9, 10-12, and to some extent at grades 13-14.

GOAL I: THE PROJECT DIRECTORS ATTENDING THE CONFERENCE WILL BE ABLE TO IDENTIFY NEW APPROACHES AND ALTERNATIVES IN THE CONTINUANCE OF EXEMPLARY PROJECTS.

Participants in the Workshop believed that having funds available at the end of the project grant period or at the end of the three-year project period was a major concern. The fact that Part D money for existing exemplary projects will not be continuing presented a major problem. However, as Dr. Pauline Garrett pointed out, funds could be made available if additional Part D proposals were submitted which were exemplary in nature and included components unattainable in earlier programs. However, it was strongly reiterated by Dr. Garrett that the demonstration-site proposals must have something quite different than what had been done within the current project. It was noted at this time that available additional occupational funds are very minimal as far as career education is concerned and that there are other monies available which might well be used for career education.

For example, funds from the following sources might be considered:

Economic Development Act
National Defense Education Act
Adult Basic Education Act
Manpower Development Training Act
Area Manpower Instructor Development System

Community Action Programs
Cooperative Area Manpower Planning Systems
Full Time Student Assistance
Neighborhood Youth Corps
Office of Economic Opportunity
Migrant Council
Vocational Rehabilitation Programs
Learning Disabilities Act
Higher Education Act
Bureau of Indian Affairs Program
Elementary Secondary Education Act;
Title I, II, III
Federal Impact Programs

One method discussed was that of assuring continuing funds for career education upon completion of the three-year exemplary funding through assessing each school district $20 per student grades 9 through 12. These funds would be put into a savings account. Upon completion of the three-year project, the monies with interest would be used to continue the projects at the present level of funding. The funds would come from those school districts involved in the exemplary projects.

Another method discussed was that of seeking funds for continuance of programs through the State legislature. It was felt that the advisory committees established for each local exemplary project could be used to help persuade state legislators to appropriate money for the development of career education state wide.

The majority of the participants believed career education would continue regardless of the level of funding because of its impact upon teachers and students within the schools. Personnel who are presently involved in career education have seen the tremendous need and growth of the concept and realize its importance to both youth and adults. Teachers now involved are generally quite committed to career education efforts in their respective communities.

Without future funding, it would appear that most projects will find it difficult to continue at the same high level of operation. Some of the programs and projects currently supported with exemplary funds will have to come to a halt without additional funding. Participants believed that lack of funds may stifle many activities within the projects. Participants believed it was crucial to plan specifically for the time when exemplary funds would no longer be available. Future planning is a must. It was agreed that the ideas, concepts, and knowledges gained by all concerned with career education have been tremendous and will, in turn, be of benefit to those future projects involved with career education. It was believed that without monies available, communication lines among other programs and newly-developed career education systems would be most difficult. Initiating career education as an integral part of any local system takes a considerable amount of money.

Integration of career education concepts is a complex and difficult task. The key appears to be; plan now for the future when current exemplary monies will not be available.

GOAL 2: THE CONFERENCE PARTICIPANTS WILL BE ABLE TO FORMULATE NEW WAYS OF IMPROVING VERTICAL ARTICULATION K-14 IN EXEMPLARY PROJECTS WITHIN THEIR JURISDICTION (STATE AND LOCAL).

A problem inherent in all exemplary projects appeared to be vertical articulation. Solving the articulation problem is another very difficult task. Some of the problems identified by the participants were frustration and fear on the part of other educators, antagonism and resentment from some teachers, ignorance and disinterest by both school and community personnel.

Ignorance of the "system" on the part of those who are not involved in career education appeared to be one of the common problems. To solve this problem those now involved in career education must motivate others by explaining some of the exciting things that have happened in their particular career education endeavors. Teachers should explain specific classroom projects in career education which have been particularly successful, as well as discussing personal experiences in teaching the concepts of career education to children at different grade levels. Staff presently participating in career education should make themselves available to others and prepare example exercises, ideas, and materials to be used by others in similar teaching situations.

Disinterest was another identified problem. Some coordinators reported educational personnel believed they were too busy to implement career education concepts into their programs. It was agreed that this disinterest must be changed. It was the belief of the group that through "one-to-one selling" this disinterest could be changed by showing people what has actually happened and what could be done to make current school offerings more relevant. It must be emphasized, however, the career education concept was not an addition to the curriculum, but an integral part of the school's current curriculum.

The coordinators also reported that fear and frustration had been expressed by many of those who were outside of the career education projects and not directly involved. These teachers and administrators believed that classroom autonomy would be lost. These same persons did not want to be forced into using a curriculum which they were not involved in developing. Some of the teachers were of the opinion that

changes were too rapid within the overall development of the career education projects. Some persons were reported as feeling insecure with the role and responsibility they were presently assuming within their their program and project. Also, some teachers believed that there was too much variance in the career education project without adequate planning for evaluation. It was agreed by the coordinators that sound educational practices of those presently teaching in career education projects, along with a "one-on-one" situation with their fellow teachers who are not involved in career education could strengthen both present and future projects. Exemplary project personnel should also exchange ideas concerning evaluation methods and outcomes in order that the same mistakes are not made over or again in the several projects in the Region.

The coordinators indicated that some teachers who were not involved in career education have expressed open antagonism and resentment toward the career education projects. These persons said that the program is being "pushed down from above" - that it interferes with a teacher's "mobility" and/or that it hinders instructional flexibility in the classroom. Coordinators also reported that some teachers demonstrated resentment because they were not being involved and had not had opportunities to make suggestions to project staff. These persons were said to feel that their past experiences had not been recognized. It was felt that the articulation problems might be solved by:

1. Identifying key people at all levels presently involved in career education and who would want to try to involve others.
2. Selectively choosing people for project and system coordination so that there will not be alienation or misunderstanding of role and responsibility.

3. Bringing teachers from various levels together to compare, analyze, revise instructional procedures, and plan for motivational processes.
4. Involving all teachers in the school system.
5. Developing vertical groupings for the benefit of team teaching, observation, etc.

It should also be noted that a definite public relations program should be implemented in all career education programs. A plan for community, business and education relations should be established in each exemplary project. A public relations plan should utilize as many people as possible and involve all career educational personnel, K-14.

Finally, each exemplary project should develop a definite systematic approach to publicity, including the dissemination of general information and specific information about exemplary projects. The Region VIII Office, AVTE, might well assume a more aggressive posture in this activity.

GOAL 3: TEACHER PARTICIPANTS IN THE CONFERENCE WILL BE ABLE TO IDENTIFY NEW TEACHING IDEAS AND INTERDISCIPLINARY APPROACHES.

In the planning stages for the Workshop, it was hoped that a large number of teachers from all educational levels and from all the exemplary projects in each of the six states of Region VIII would be in attendance. Due to a variety of circumstances, teachers from all levels could not be present. This did hamper to some extent the discussion and explanation of new methods being used by classroom teachers involved in career education. However, there were many ideas brought out that were viable suggestions to help teachers get successfully involved in career education.

Some problems identified by the classroom participants in the implementation of career education and which they believed to be stifling new teaching ideas included the following:

1. Not enough projects being developed involving teachers from a variety of fields.
2. Too many teachers substituting during their free periods which slowed down the development of career activities.
3. Not enough use of resource people from the community.
4. Not enough interdepartmental work going on in the development of career education.
5. More exchange of classes between Home Economics, Industrial Arts, etc., is needed.
6. Not enough mini-courses developed to aid teachers who are looking for career education teaching activities.
7. Not enough previewing of courses at the next level by teacher and coordinators to ascertain overlap and need for reemphasis.
8. Not enough classroom visitation by other teachers.
9. Not enough actual video taping of lessons being used in the improvement of teaching and learning.
10. Not enough involvement on the part of teachers at the grass roots level in meetings (such as this particular Workshop so that there can be a better interchange of ideas.)
11. Lack of total administrator involvement and commitment.

Most of the above points appear to be negative. However, it was pointed out that these were problems which must be solved, and that they could only be solved through endeavors similar to those within the exemplary project.

The guidance personnel involved in the Workshop made the following suggestions:

1. At the outset of any career education program being developed within a school system, there should be more total information for community, business and school personnel about the career concept.
2. Students at the seventh, eighth, and ninth grade levels should be tested on their knowledge of the cluster concept.
3. If the OVIS test is used, it should be used at the ninth grade level in the Fall and again in the Spring and as a retest at the eleventh grade level.
4. If the GATB test is used, it should be given at the ninth grade level and a correlation of the OVIS with the GATB should be made. This would enable a better interpretation of potential and aptitude for student choices.
5. There should be more follow-up upon graduation, and there should be continuous in-school follow-up, K-14.
6. Plans should be developed at this time to have some follow-up for class reunions ten years after graduation.

The following list represents additional suggestions for strengthening each exemplary project:

1. The orientation portion of career education should be action-centered.

2. There should be visitations of activities at all educational levels, especially those going on at the elementary level and a sharing of ideas.

3. Disciplines with common objectives should be able to get together and have brainstorming sessions.
4. There should be interdisciplinary brainstorming sessions.
5. Career education personnel should have the opportunity of visiting other exemplary projects, and information gained should be passed on to fellow teachers.
6. Students and teachers should visit other classrooms, and students should be encouraged to help teachers in the teaching of younger students.
7. Counselors, administrators, and teachers should meet with teachers that have already worked in career education programming.
8. Existing facilities should be used to provide hands-on experiences, and there should be a continuation in development of new areas of exploration for career education.
9. There should be scheduled inservice sessions periodically in which the students will be dismissed early, about once a week, so that teachers may choose an area of interest that they may be interested in using in their classroom situation.
10. Substitute pay should be provided for key people and/or curriculum heads for intensive planning sessions for the development of career education.
11. Community resources and advisory committees should be utilized to help plan activities.
12. Media centers should be developed and made available for use by all teachers and students.

13. There must be a coordinator of career education who would be a "leg man" for the total career education program. This coordinator or these coordinators should be involved K-14.
14. There should be a plan developed which will enable teachers and employers to change roles periodically. Such a procedure would enable new insights into career education and the world of work.
15. There should be more career education workshops for credit.
16. There should be more simulation techniques available to give teachers ideas that may be used in the classroom.
17. People from labor, business, industry and management should get together to debate and/or discuss topics in order to give students insight into what may happen in the future as far as labor unions, for example, are concerned.

EVALUATION OF THE WORKSHOP

The participants of the Workshop discussed whether there be another meeting or similar workshop next year. The majority of the participants believed that the Workshop was beneficial, and that a similar one should be held next year.

Participants believed that there should be a limited number of speakers, if any at all, and that the groups or educational levels should plan their own topics for discussion at the meeting time. They also indicated that a workshop such as this would be much more beneficial if school were in session and programs were in operation at the meeting time. It was suggested that the elementary people could go to one site or one exemplary project, the junior high school people to another

exemplary project, the high school to a third, and maybe junior college people to a fourth site. Participants reported that the next workshop could develop a list of needs and competencies for students in such a way so that they would know what a student should possess upon leaving the educational system. And finally, the participants suggested that there was too much scheduled time, and next year's workshop should have much more unscheduled time and availability of discussion rooms. If there is to be a meeting next year, it will be influenced by two factors:

1. Regional Office support of such an activity, and,
2. Exemplary project personnel requesting such a meeting of appropriate administrators.

Dr. Garrett indicated that the Regional Office would make every effort to see that such a meeting materialized and would invite exemplary project personnel and all others who are interested if the participants felt that the idea seemed to be a viable one and that another workshop would be most profitable.

Participants in the Workshop included state supervisors of career education, exemplary project directors, and teachers from each exemplary project in Region VIII.

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AGENDA
Exemplary Projects
Region VIII Workshop
July 12-14, 1972

July 12 (Wednesday)

9:00 - 10:00	Registration - Junior High Library
10:00 - 10:15	Welcome by Superintendent James Moore
10:15 - 10:30	Second cup of coffee
10:30 - 12:00	Status Report from each state or local director (Maximum 15 minutes each)
12:00 - 1:30	Lunch
1:30 - 4:30	Project Directors - Discussion of Anticipated Future Program Growth and End of Funding Problems Group Leader - Dick Lutz Dr. Pauline Garrett as Consultant Teachers - Show and Tell and Sharing of Materials Group Leader - Keith Currey (Coffee break at 2:45 - 3:15 p.m.)

July 13 (Thursday)

9:00 - 10:00	Project Directors - Future Program Growth and Funding Problems Teachers - Show and Tell and Sharing of Materials
10:00 - 10:30	Coffee
10:30 - 12:00	Project Directors - Problem Identification and Possible Solutions Level Meetings - (Optional)
12:00 - 1:30	Lunch
1:30 - 2:30	Mary Sandifer - Evaluation
2:30 - 2:45	Break
2:45 - 3:45	Large group discussion of problems and solutions
3:45 - 4:30	Career Dynamics
5:30 - ?	Svilar's in Hudson

July 14 (Friday)

9:00 - 10:00	Large group discussion of continuum (K-14 or K-12) and activities necessary to implement Career Education at 9-10 and 11-14.
10:00 - 10:30	Coffee
10:30 - 11:30	Dr. Pauline Garrett - What Is Your Future Role In Career Education?